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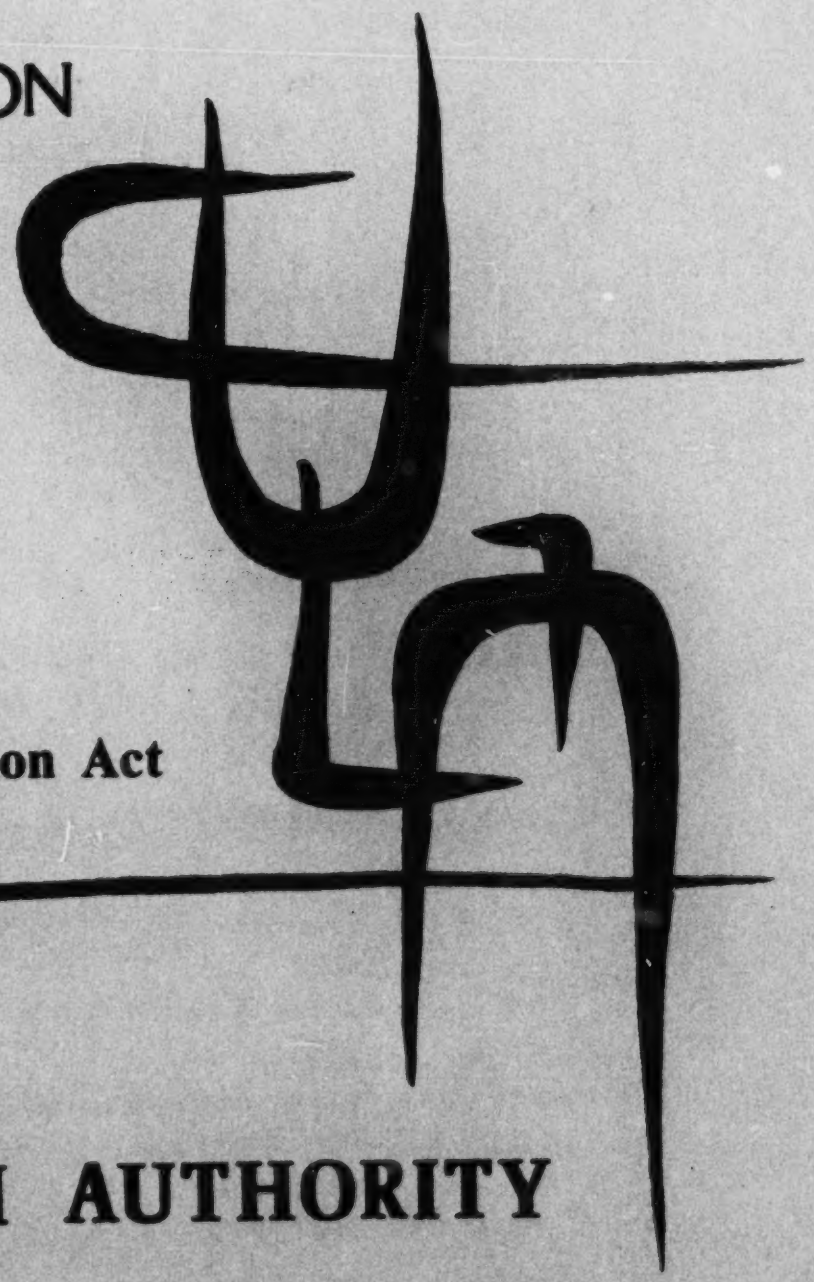
ABSTRACT

The Compensatory Education Program for Educationally Deprived Children in the California Youth Authority was initiated in the summer of 1967, as a Title I program for delinquent children in institutions funded under Public Law 89-750 which amended P.L. 89-10. Responsibility for evaluation of ESEA programs is vested in the Educational Research Section, in the Department of Youth Authority, Division of Research and Development. The Language Development Component had objectives which varied from school to school: these included raising the vocabulary and reading comprehension achievement for wards. The Mathematics Component attempted to remediate the severely retarded mathematics achievement of wards, and was assessed using gains in the computational scale of the California Test of Basic Skills. The auxiliary services component included the Aide Training Program, Job Placement Service, Santa Clara Liaison, Nelles Typing, School Psychologists, Libraries, and Adaptive Physical Education. A very high proportion of the training activities reported in the Staff Development Component included a discussion of program development, with teaching techniques, subject matter, and administrative being the three next most frequent activities, in that order. (Author/JM)

ED 061 360

Compensatory Education 1970-71

PROGRAM DESCRIPTION AND EVALUATION



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Elementary and Secondary Education Act

Title 1

UD 012 180

CALIFORNIA YOUTH AUTHORITY

December, 1971

State of California

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Governor

Human Relations Agency

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PREFACE

This report gives a summary of the program descriptions and evaluations of Compensatory Education projects within the California Youth Authority during Fiscal Year 1970-71. The report is based on program descriptions and evaluative information submitted to the Central Office by the individual schools within the California Youth Authority and on special studies conducted by YA Research staff during the last fiscal year.

The conceptual framework for this year's report differs appreciably from last year. In last year's report, the information was organized on the basis of types of program elements within the CYA Compensatory Education program. An attempt was made to find out what each of the projects was trying to do during Fiscal Year 1969-70 and evaluate them in terms of their success in accomplishing their intent. This year's report focuses upon the six components given in the Compensatory Education Guidelines published by the Department of Education in California and places more emphasis on evaluating whether the projects are accomplishing the intent of those guidelines. This shift in format and organization of the report is designed to produce a report which will more closely correspond with the conceptual framework utilized by ESEA administrators within this department in their management of ESEA programs.

The descriptions of those program elements which include a Language Development component are given in the Language Development section of this report. The descriptions of other program elements appear under Auxiliary Services, Staff Development, or Intergroup Relations.

DEFINITION OF TERMS

For purposes of this evaluation report the following definitions will be used:

ACTIVITY: An organized set of tasks designed to perform specific functions related to the objectives of a component.

COMPARISON GROUP: A group of individuals with characteristics similar to the experimental group.

COMPONENT: One of the six components given in the Department of Education ESEA Guidelines, i.e., Language Development, Math, Auxiliary Services, Parental Involvement, Intergroup Relations, and Staff Development.

EXPERIMENTAL GROUP: A group of wards receiving special treatment (ESEA Services).

GOAL: A general statement of the kind of behavioral changes that a program or project intends to accomplish.

PERFORMANCE OBJECTIVE: A specific statement giving the magnitude of behavioral change that a component of a project intends to accomplish.

PROGRAM: Program will be used ambiguously to refer to a project, a component, or a program element.

PROGRAM ELEMENT: An integrated set of activities designed to accomplish a specific set of objectives for a specified target group. A project may include more than one program element and each program element may provide services within more than one component, e.g., Ward Aide Program, Learning Laboratory, etc.

PROJECT: The total set of ESEA undertakings at a YA institution or facility.

ADMINISTRATION

Background

The Compensatory Education Program for Educationally Deprived Children in the California Youth Authority was initiated in the summer of 1967. This Title 1 program for delinquent children in institutions was developed as a result of Public Law 89-750 which amended P.L. 89-10. Public Law 89-10 provided compensatory education to the nation's public schools. Public Law 89-750 extended compensatory education to neglected and delinquent children. In California the enabling legislation that permits the schools in the state to participate in the program is the MacAteer Act of 1965 or Senate Bill 482. The Elementary and Secondary Education Act places responsibilities for administering Title 1 programs on the U. S. Commissioner of Education, State educational agencies and local agencies. In California, the control of Title 1 program is placed in the State Department of Education. All programs in California are regulated by the "Guidelines: Compensatory Education."

Program Development

During the early phases of the development of compensatory education programs within the Department of Youth Authority, program development occurred as a result of the joint efforts of the Education Program supervisor, who is the ESEA program director, consultants from the Department of Education, the supervisor of Compensatory Education in the Department of Youth Authority and local school administrators and ESEA Advisory committees. During Fiscal Year 1969-70, the Department of Education withdrew much of the consultant services that it had previously provided. In order to fill the gaps that were left and to provide other needed services, the Department

of the Youth Authority established two regional supervisors of Compensatory Education during Fiscal Year 1970-71. Program development is presently the joint responsibility of the Education Program supervisor, the supervisor of Compensatory Education in the Department of Youth Authority, the two regional supervisors of Compensatory Education, local administrators, and local ESEA Advisory Committees.

Program Approval and Implementation

Project proposals are developed at the institution and are submitted to the regional supervisor of Compensatory Education who reviews the application with the institution. The applications are then submitted to the Central Office where they are reviewed by the departmental supervisor of Compensatory Education, Division of Rehabilitation Services, who compiles a master application for the YA. The master application is subsequently sent to the State Board of Education which provides final approval of the project based upon the review and recommendations of the State Department of Education, Division of Compensatory Education. After funds have been allocated to the CYA, distribution is made to each local institution; it is the responsibility of the school to implement the program in line with the application for funds.

Program Evaluation

Responsibility for evaluation of ESEA programs is vested in the Educational Research Section, in the Department of Youth Authority, Division of Research and Development, which is staffed by four professional researchers, all funded by ESEA funds. Responsibility of three of these staff include: 1) development of data collection systems, 2) assisting local projects in developing

evaluation procedures, 3) conducting in depth studies, 4) coordinating testing programs, 5) assisting administrators in defining objectives for their projects, and 6) disseminating information concerning the results of these evaluations through annual and other periodic reports.

The fourth ESEA researcher has been assigned responsibility for evaluation of the "Differential Education Project" at Paso Robles School for Boys.

Dissemination of Information

Information concerning ESEA programs is disseminated through the evaluative reports of the Educational Research Section. Local schools have published brochures describing their project activities and developed newspaper and journal articles. Fiscal Year 1970-71 saw the production of the second motion picture describing ESEA activities within the California Youth Authority. This twenty-minute film focused upon the Ward Aide Program at O. H. Close. The information officer of the Department of Youth Authority coordinates the dissemination of ESEA program information to the public media.

Problem Areas

Administrative Problems: One of the problem areas in administration of the Compensatory Education Program in the Department of Youth Authority relates to the guidelines for Compensatory Education Programs as developed by the State Department of Education. These guidelines were developed primarily for use by local public schools. Certain sections of the guidelines clearly are not appropriate for the Department of Youth Authority. (For example, the Department of Education does not require the Youth Authority to have parent advisory groups as it does of the public schools).

However, there are numerous sections of the guidelines which place constraints upon the utilization of ESEA funds within the Department, which make it difficult to meet the needs of wards within the California Youth Authority. In many such cases, it is not clear whether these limitations are a consequence of Federal laws and regulations or simply a consequence of the fact that the guidelines were written primarily for public school usage. An administrative study will be conducted this winter to determine the basis for those sections of the guidelines which seem inappropriate for programs within the California Department of Youth Authority.

During the course of the Fiscal Year 1970-71, the California Youth Authority established a review team which examined the Title 1 projects within the Youth Authority. During the course of this review, several problems became apparent:

1) ESEA wards are not always clearly identified.
2) All ESEA wards are not receiving enriched services in language development.
3) The math components at most of the Youth Authority schools are weak.
4) Auxiliary services are often overemphasized.
5) The intergroup relation components are weak at most schools.
6) Staff development funds were expended to meet institutional training needs at the expense of training ESEA staff.

A series of recommendations developed by the review team if implemented should help rectify these deficiencies.

Evaluation Problems: In last year's annual evaluation report, five separate problem areas were identified which relate to the evaluation of

ESEA programs. ESEA research staff had varying degrees of success in solving these problems:

1) Inadequate performance objectives: Through discussions with ESEA administrators and local project personnel a greater recognition of the inadequacies of the performance objectives stated in ESEA applications has been achieved. For some projects, the statements of performance objective reflected in the 1971-72 project applications have been appreciably improved. However, in some cases agreed upon changes of performance objectives were not reflected in the 1971-72 applications. There seems to be a strong tendency to simply copy what was included in the application during the preceding year. Project administrators were asked to "rethink" their objectives and include a new set of objectives in their annual evaluation report of their project components for Fiscal Year 1970-71. Some improvement was shown in these restatements of their objectives, however, additional work on objectives will be necessary during the next fiscal year.

2) Measuring changes in attitudes: Several attitudinal measuring instruments were examined during the course of the last year. Self-image was evaluated through the use of the Semantic Differential and through the use of an inventory developed by Coopersmith. The results on the Semantic Differential were encouraging. Research staff will continue to examine instruments for measuring changes in attitudes over the course of next year.

3) Educational classification schemes: A preliminary educational classification scheme has been developed in conjunction with reception

center staff. During the course of the next year, this classification scheme will be "tested on paper" in order to determine its adequacy.

4) Publication of Educational Research Series: Six publications (see references) in the Educational Research Series have occurred in the last year. These publications have proved to be longer and more complex than originally intended but they have improved communication among facilities concerning educational techniques used in other facilities.

5) Revision of Annual Evaluation forms: The Annual Evaluation forms were revised to provide a clearer picture of the effectiveness of the ESEA programs in the Youth Authority.

The new problem areas for evaluation staff which have come in to focus in the last year relate to the evaluation of inservice training programs and intergroup relation programs. The evaluation of these ESEA components cannot be reasonably accomplished until a clearer set of objectives for these components has been developed. Research staff will work with the regional supervisors of compensatory education, the recently hired ethnic studies consultants, and project staff in an attempt to clarify objectives in these areas.

LANGUAGE DEVELOPMENT

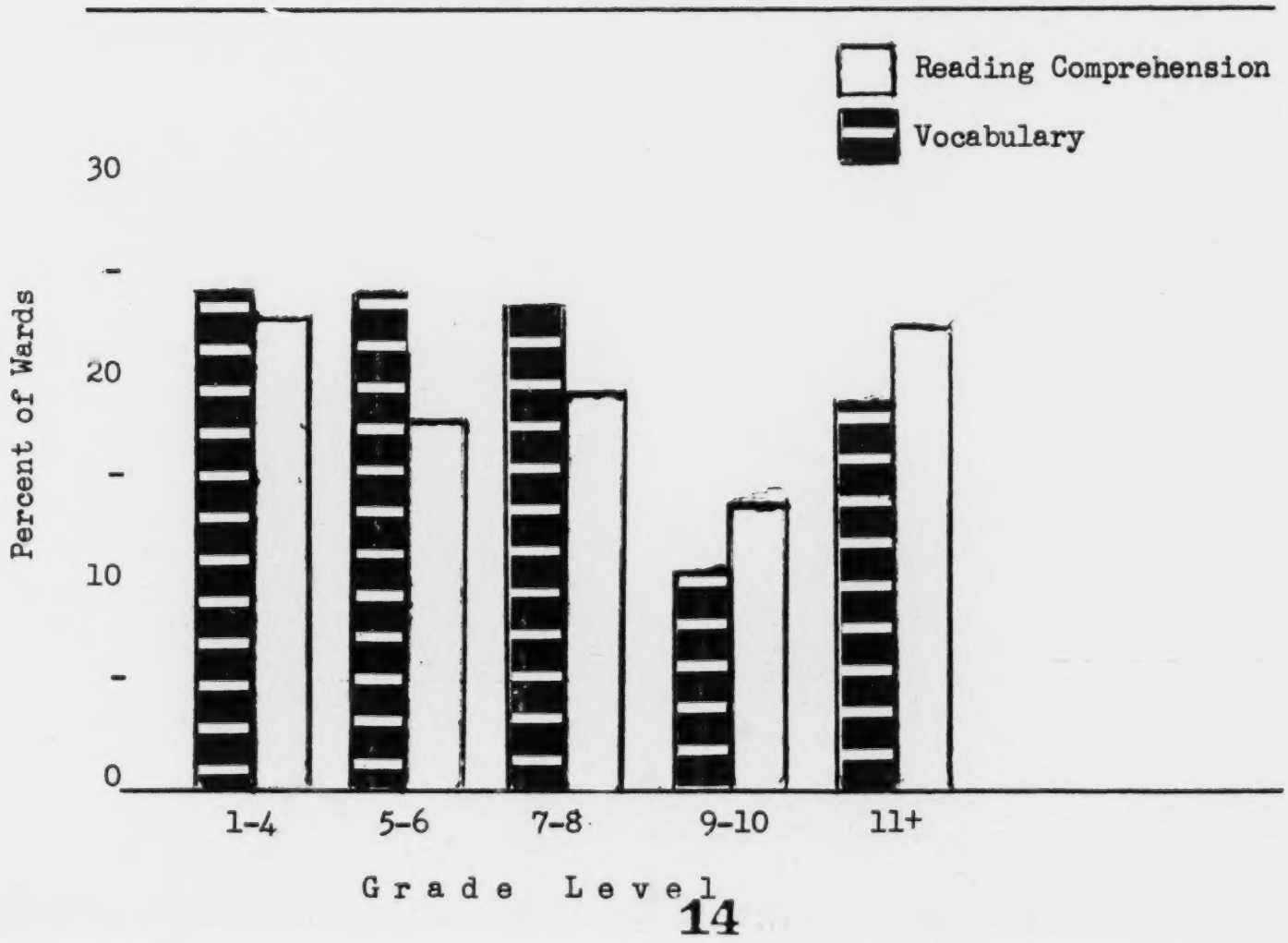
Need

The preponderance of wards in California institutions operated by the Department of Youth Authority are between 16 and 20 years old. These individuals, by virtue of their having been committed to the Youth Authority, have shown delinquent and maladapted behavior. They have typically had a history of poor school experiences. Over three-quarters of the wards are found to be functioning below their age-grade expectancy.

Figure 1 below shows the reading achievement levels of first admissions to the California Youth Authority during Calendar Year 1970. The reading

FIGURE 1

READING COMPREHENSION AND VOCABULARY ACHIEVEMENT LEVELS FOR FIRST ADMISSIONS TO THE CALIFORNIA YOUTH AUTHORITY DURING CALENDAR YEAR 1970



comprehension level of over 23 percent of these wards is below the fifth-grade level, while it is below the seventh-grade level for 41 percent of the wards. The reading vocabulary levels of 24 percent of the wards is below the fifth-grade level, while the reading vocabulary levels of 48 percent of the wards is below the seventh-grade level. While a few wards exhibit reasonably good reading comprehension and vocabulary achievement, the bulk of YA wards exhibit severe academic deficiencies. Although girls committed to the Department of Youth Authority show somewhat better achievement scores than boys, severe academic deficiencies also exist among the girls.

Remedial Programs

ESEA remedial programs are operated at eight Youth Authority schools. These programs are defined as ESEA remedial programs since they direct ESEA services to lower achieving wards at the institution.

The academic objectives for these program elements varied from school to school. The objectives included raising the vocabulary and reading comprehension achievement for wards between .125 years per month of participation and .40 years per month of participation, with the preponderance of the projects indicating an objective of .15 years of growth per month of participation.

Classroom Operation: Seven of the eight YA institutions with remedial components center their services around remedial laboratories. All the labs have teaching assistants in addition to the teachers, with teaching approaches varying according to the needs of individual students. However, some type of phonetics approach was usually included. Standard equipment in the labs were multimedia devices such as tachistoscopes, controlled

readers, tape recorders, and film strip projectors. They were used to remedy specific reading deficiencies and to stimulate interest in reading. Program instruction materials were also utilized, freeing teachers to work more intensively with individual students. The laboratories operated four to six classes of eight to fifteen students each, meeting for 45 to 60 minutes each day. The average class had twelve students, and a staff-ward ratio which ranged from 1:2 to 1:4.

The program at the eighth institution relied upon a reading resource center rather than a remedial lab. The center staff went daily to the regular classrooms as a team and, in conjunction with the instructor, provided needed services.

Table 1 gives the selection criteria used at each of the schools, the number of wards in the program at the beginning and end of the year, the staffing (both State and ESEA-funded), and the type of instruction given in the remedial lab at each of the schools.

Reading Comprehension and Vocabulary Gains During Fiscal Year 1970-71: Reading comprehension and vocabulary gains during Fiscal Year 1970-71 were somewhat better for the ESEA remedial wards than in previous years. During the last year, the average gain in reading comprehension was .27 grade levels per month of program participation as compared to .21 in Fiscal Year 1969-70 and .23 in Fiscal Year 1968-69. The average gain in reading vocabulary was .19 grade levels per month of participation during the last year, whereas in 1969-70, it was .15 and in Fiscal Year 1968-69 it was .16. The average gains for the comparison groups were similar in 1970-71 to the gains in previous years. The comparison groups during the last year gained .14 in both reading comprehension and vocabulary.

The larger gains during the last year may be partially attributable to slightly different procedures used this last year by the Central Office in screening data.

TABLE 1

CHARACTERISTICS OF REMEDIAL PROGRAMS

School	Selection Criteria	No. of Individuals in Program		Staffing (Includes State and ESEA Funded)	Type of Instruction
		At Beginning of Year	At End of Year		
Nelles	Read. level < 5.0 NVIQ[1] > 70	64	50	1 Teacher 2 Teach.assts 1 CPA[2]	Reading
O. H. Close	Read. level ≤ 6.0 Math level ≤ 6.0	173	191	1 Teacher[3] 2 Teach.assts 1 CPA[2]	Reading & math
Los Guilucos	Read.Level < 6.0 Math level < 6.0	24	36	1 Teacher 1 Teach.asst	Reading & math
Paso Robles	Read.level < 6.0	70	60	1 Teacher 1 Teach.asst 2 CPAs[2]	Reading & math
Karl Holton	Read.level < 4.0	35	38	2 Teachers 3 Teach.assts	Reading
Preston	Read.level < 7.0	76	102	4 Teachers 4 Teach.assts	Reading & math
Ventura	Read.level < 8.0	94	104	1 Teacher 2 Teach.assts 4 Ward aides	Reading, math, & Soc.Studies
Youth Train-School	Read.level < 6.0	0	44	1 Teacher 2 CPAs[2]	Reading

[1]Nonverbal IQ on Lorge-Thorndike

[2]Correctional program assistants (paraprofessionals)

[3]Regular State-funded classroom teachers are also involved in this project.

Table 2 presents the reading comprehension and vocabulary gains by school. The most impressive gains during the last year were at O. H. Close, Karl Holton, and Ventura. (Although the gains in reading comprehension at YTS were large, the number of wards tested was small.)

TABLE 2

READING COMPREHENSION AND VOCABULARY GAINS OF WARDS IN ESEA REMEDIAL PROGRAMS, FISCAL YEAR 1970-71

School	Objective (Reading Comprehension)	Reading Comprehension		Reading Vocabulary	
		Number Tested	Average Gain	Number Tested	Average Gain
Total ESEA Remedial	-	692	.27	694	.19
Total Comparison	-	133	.15	132	.14
Karl Holton					
ESEA remedial	.40	45	.33	45	.23
Los Guilucos					
ESEA remedial	.15	46	.20	46	.19
Comparison	-	13	.23	13	.12
Nelles					
ESEA remedial	.15	68	.25	67	.13
Comparison	-	68	.12	68	.06
O. H. Close					
ESEA remedial	.30	194	.32	192	.21
Paso Robles					
ESEA remedial	.20	122	.21	124	.11
Preston					
ESEA remedial	.15	127	.20	126	.20
Comparison	-	52	.17	51	.24
Ventura					
ESEA remedial	.15	71	.37	71	.29
Youth Training School					
ESEA remedial	.125	19	.45	23	.13

On standardized achievement tests, students are normally expected to gain an average of .1 grade levels for each month in school. Prior to entering Youth Authority institutions, the wards had been gaining in reading skills at one-third the normal rate. After involvement in the institutions regular school program, the comparison group wards showed a mean gains of .14 grade levels per month in reading comprehension and vocabulary. Comparison wards were making gains at four times their prior rate. However, even more impressive were the gains of the remedial group of wards. Their gains were over eight times their prior rate.

Gains by Ward Characteristics: One thousand one hundred and thirty-three wards who were released from ESEA remedial programs or their comparison groups between July, 1967 and September, 1970, were examined to determine which wards appear to benefit most from remedial programs. Table 3 shows the reading comprehension gains by ethnic group for this population. White wards appeared to be making the largest gains in the experimental group

TABLE 3

READING COMPREHENSION GAINS BY ETHNIC GROUP FOR RELEASES BETWEEN JULY 1967 AND SEPTEMBER 1970

Treatment Group	Ethnic Group							
	White		Mexican-American		Black		Other	
	No.	Gain	No.	Gain	No.	Gain	No.	Gain
Experimental	245	.338	198	.275	408	.225	17	.306
Comparison	71	.227	54	.039	137	.092	3	.257

as well as in the comparison group. If we consider the benefits of the ESEA remedial program to be the difference between what occurred in a normal classroom and what occurred in the experimental classroom, then overall it appears that the Mexican-Americans are benefitting most from participation in the ESEA remedial programs.

Table 4 gives reading comprehension gains by verbal IQ. (The verbal intelligence tests used were either the Lorge-Thorndike or SRA.) We note in this table that a substantial number of wards involved in the experimental and comparison groups were testing below 70 on the group IQ tests and, further, that in both the comparison and experimental groups the gains for the lower IQ groups were somewhat smaller than for the higher IQ groups. However, even for those wards testing in the 0-59 range in verbal IQ, substantial gains in achievement are reported. There was no systematic relationship between nonverbal IQ and reading comprehension gains.

TABLE 4

READING COMPREHENSION GAINS BY VERBAL IQ FOR RELEASES BETWEEN JULY 1967 AND SEPTEMBER 1970

Treatment Group	Verbal I.Q.									
	0-59		60-69		70-79		80-89		90-110	
	No.	Gain	No.	Gain	No.	Gain	No.	Gain	No.	Gain
Experimental	53	.217	231	.229	107	.291	64	.367	28	.518
Comparison	18	.092	76	.069	60	.178	26	.209	14	.208

Reading comprehension gains were largest for males with a high pretest level, but lowest for females with a high pretest level. Breakdowns by age suggest that wards who were sixteen years of age and under when released were responding fairly well in the regular classes (.17 years of growth per month of program participation) and only slightly better in the lab (.24 years of growth per month of program participation). The difference between regular programs and ESEA remedial programs was more pronounced for wards 17 years of age and older. In regular class these wards were only gaining .08 years per month, whereas in the lab they were gaining .30 years per month.

Patterns of differences between the experimental and comparison groups in vocabulary were not as consistent. Findings for vocabulary include:

1) Mexican-American wards in the comparison group were gaining in reading vocabulary more than Mexican-Americans in the remedial labs. Although Whites in both groups were making the largest gains in vocabulary achievement, Blacks and Whites were "benefitting" almost equally in vocabulary from the program.

2) Reading vocabulary gains were somewhat larger for wards in the experimental group who pretested low in vocabulary. Comparison group gains in reading vocabulary were not related to pretest levels.

3) No systematic relationship appeared between vocabulary gains and age, verbal IQ, or nonverbal IQ.

These overall relationships will be examined in more detail in an upcoming report in the Educational Research Series which will deal with gain as a faction of several characteristics of wards.

Recidivism: A high relationship between delinquent behavior and low academic achievement has been cited in several studies (Barlow, 1961; Dorney, 1967; Roman, 1957; Roman, 1955; Silberberg, 1971) Many of these studies further suggest that failure in school is probably one of the determinants leading to delinquency. The question can be raised, does improving the reading skills of 14-20 year old CYA wards help them to become less delinquent? A study was conducted last year (Webb, 1971) to answer this question. The study population consisted of the same 987 Youth Authority wards released between July, 1967 and June, 1970.

The study found:

1) Reading gain, whether total gain or average gain per month, was not related to recidivism either at three or at fifteen months.

2) Recidivism rates did not appear to be affected by participation in the ESEA remedial program. Although the ESEA groups had a higher recidivism rate than the comparison group, the significant differences were apparently the result of assignment procedures (e.g., more wards with a lower reading ability were assigned to ESEA groups, etc.).

3) Reading ability <u>was</u> related to the time at which a parolee was most likely to recidivate: a) Three month recidivism rates had a significant negative correlation with reading ability; i.e., the lower the reading ability, the <u>higher</u> the recidivism rate. b) During the fourth through fifteenth month the lower the reading ability, the <u>lower</u> the recidivism rate. c) Because a) and b) tend to balance each other, fifteen-month recidivism rates were not related to reading ability.

Nelles System

The Nelles System is an attempt to revise the entire institutional program at Nelles, by applying behavior modification techniques. The system was designed under contract with Behavior Systems Corporation and Auerbach Corporation during Fiscal Year 1968-69. All wards at Nelles are involved in one or another aspect of the system. Full implementation of the system began in June, 1970.

Performance Objectives: Performance objectives of the system include: 1) Students will gain in vocabulary at the rate of .11 grade levels for each month in the program. 2) Students will gain in reading comprehension at the rate of .13 grade levels for each month of the program. 3) Each ward will meet at least eighty percent of his social treatment objectives as individually specified for him. 4) Recidivism rates based upon fifteen months of parole exposure will be reduced to 35 percent (from approximately 60 percent).

Program Operation: Operation and monitoring of the "system" is coordinated by a "training team." During the last year, the training team spent approxmately sixty-five percent of its time instructing other staff in the use of behavior modification techniques--fifteen percent of their time monitoring the implementation of the system, ten percent of their time developing possible modifications of the system, five percent of their time receiving training for themselves, and an additional five percent in other administrative duties. Within the past year, the training team published a total of 21 revisions to the program's statement. The most significant program changes occurred in the academic program. A "reinforcement area" was established in each classroom to enhance motivation for completing academic assignments.

The academic contracting procedure was changed. A student is now given a "macro-contract" which outlines a semester's work. He is reinforced as soon as he completes each "micro-contract," a brief section of his "macro-contract."

All cottages are monitored on a biweekly basis. This monitoring revealed that the mechanical aspects of the program such as record keeping, operating the dorm's store, and posting information about the program are being correctly implemented. However, the quality of the social contacts need further improvement. An examination of the initial case review process revealed that both the quality and quantity of these reports are improving. The monitoring of the point "economy" suggests that it is operating within acceptable limits.

Academic Gains: During the sixth-month period between April and September, 1971, 256 releases from Nelles who had been pretested were posttested in reading comprehension. They showed an average gain of .15 grade levels per month of program participation. Thirty-eight of the wards had been in the remedial program at Nelles. They showed .27 years of gain per month of participation. The 218 who were not in the remedial program showed .13 years of growth per month of participation in reading comprehension.

Two hundred and fifty-six wards were tested in reading vocabulary and showed an average gain of .08 grade levels per month of participation. The thirty-eight remedial wards showed a gain of .09 grade levels per month of participation. The 218 nonremedial wards showed gains of .08 grade levels per month of participation.

Recidivism and Social Treatment Objectives: Sufficient time has not elaspedito allow a computation of the 15-month recidivism rate for releases from Nelles subsequent to the implementation of the system. Statewide, some reduction in recidivism rates has been noticed in the last few years. This reduction of recidivism rate has been attributed to changes in decision-making in the field. Early results of the recidivism from Nelles should become avilable in January or February, 1972.

Procedures for monitoring the degree to which wards meet their social treatment objectives have not been established at Nelles. In light of the fact that social contracting is somewhat weak at Nelles, additional effort should be expended during the next year on improving the social contracting procedures and monitoring the degree of attainment of the social goals.

Differential Education Project

The Differential Education Project at Paso Robles School for Boys focuses on facilitating the inclusion of an affective dimension into the school experience of Youth Authority wards. Many wards have failed and/or dropped out of school because of emotional problems rather than lack of mental capacity. The underlying hypothesis of the project is that a meaningful interpersonal relationship between the teacher and the student will result in better social as well as academic functioning.

Students are grouped by the I-level classification system (Warren, 1966) and assigned teachers with matched teaching styles. Four project classes have been formed: I_3 Cultural Conformist (Cfc) and I_3 Manipulator (Mp) (these subtypes are in the same classroom), I_3 Immature Conformist (Cfm), I_4 Neurotic Acting-out (Na), and I_4 Neurotic Anxious (Nx). Three classes

from the regular school program (grouped heterogeneously by I-level) are used for comparison purposes.

The objectives of the project include: 1) to raise the mean gain of project participants .20 years or more per month in reading vocabulary and comprehension, 2) to effect a 2.0 difference (in the desired direction) in the scores of project participants on the scales of the Jesness Inventory, 3) to develop and improve self-image of students, as measured on the semantic differential (1.5 points or more in the expected direction).

Classroom Operation: The general theory for the operation of the various classrooms is given in Educational Research Series Report No. 2 (Mahan and Andre, 1971). During the last year, wards in the project classrooms were asked to describe their perception of their classroom in a classroom environment scale. These classroom descriptions were compared to other wards' descriptions of their three comparison classrooms. In general, the ratings indicated that the project classrooms were viewed as less organized, less task oriented, and less ordered than the comparison classes. On the other hand, student influence and student participation tend to be seen as higher in project classrooms. An objective classroom observation instrument found that the project teachers tend to use group instruction to a higher degree than comparison teachers. Records of incidence of problems in the classroom indicated that there was lower percentage of student-teacher problems in the project classrooms than in the comparison classrooms.

Academic Gains: The Cfms, Cfcs, and Mps were found to pretest at a lower achievement level than the Nas and Nxs. The mean achievement level for the

Cfm, Cfc, and Mp groups were around the fifth-grade level, whereas Nas and Nxs tended to test at the eight-grade level. As can be seen from the table below, the lower I-level subtypes (i.e., Cfm, Cfc, Mp) appear to have benefitted in reading achievement from participation in the project more than the higher subtypes (i.e., Na and Nx).

TABLE 5

MEAN GRADE LEVEL GAIN PER MONTH IN READING VOCABULARY AND COMPREHENSION IN PROJECT AND COMPARISON GROUP BY I-LEVEL SUBTYPE

	Cfm		Cfc		Mp		Na		Nx		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Vocabulary												
Project	37	.243*	24	.201*	11	.165	34	.175	29	.132	135	.188
Comparison	25	.067	14	.009	16	.152	17	.182	32	.168	104	.122
Comprehension												
Project	37	.219	24	.286*	11	.213	32	.139	26	.179	130	.203
Comparison	23	.162	13	.085	15	.161	19	.210**	30	.152	100	.158

*$p < .001$
**$p < .05$

Overall, the project groups did somewhat better than the comparison groups in vocabulary and comprehension, although the overall differences were not statistically significant. The project group made its performance objective in reading comprehension (.203 grade levels per month as compared to an objective of .200) but fell slightly short of its objective in vocabulary (.188 grade levels per month as compared to an objective of .200 grade levels).

Personality Measures: The Jesness Inventory and the Semantic Differential were used in an attempt to detect changes in social adaption and self-image. On the Jesness Inventory, 14 statistically significant changes (.05 level) in favor of the project group were found (out of a possible 55, i.e., 5 I-level groups x 11 scales). Twelve statistically significant changes in favor of the comparison group were found. Six of the twelve failures (i.e., cases where the comparison group did better than the project group) were for the Mp subtype. There seems to be some question as to which direction was, in fact, the desirable direction for many of the subscales for the Mps.

On the Semantic Differential, 15 statistically significant changes were in favor of the project group and 8 statistically significant changes were in favor of the comparison group (out of a possible 45, i.e., 5 I-level subtypes x 9 scales). On both the Jesness Inventory and the Semantic Differential the Cfm classrooms appeared to be the most successful. On the Semantic Differential, the Cfm project group was significantly better on seven of the nine scales, and on the Jesness Inventory, the project group was significantly better on five of the eleven scales. The success of the Cfm classroom in the personality areas may be largely attributable to the heavy use of commendations for personal behavior by the project teacher.

Community Parole Units

ESEA supported educational programs were operated in conjunction with five community parole units during the 1970-71 Fiscal Year. Activities in these parole units included remedial and developmental reading, remedial and developmental math, other academic subjects, arts and crafts, and pre-vocational training.

The objectives for the programs in the community parole units included: 1) to improve achievement levels in reading by .15 years per month of participation in the program, and 2) to reintegrate the students into the public school system.

Program Operation: Table 6 below gives a summary of the major types of services provided at each of the parole units. As can be seen from this table, less than half of the wards participating in the project received pre- and posttests in reading and math. Most of the parole units indicated that they had a great deal of difficulty in getting the wards to attend class. About 67 percent of the wards (approximately seven) enrolled in classes showed up on any given day at San Francisco CPC. At Stockton CPC, approximately 80 percent (6 wards) showed up. (Both parole units had two teachers, one ESEA funded and one State funded.) At Sacramento CTP, three separate program activities were operated; the community academic educational activities averaged 69 percent attendance

TABLE 6

SUMMARY OF EDUCATIONAL SERVICES
AT FIVE COMMUNITY PAROLE CENTERS

Parole Unit	Individuals Participating During Year	Wards with Pre and Post-Tests		School Lunches Served	Wards Receiving Tutorial Services	No. of School Outings
		Reading	Math			
Sacramento CTP	56	21	23	170	5	1
GGI	42	19	17	440	3	10
San Fran. CPC	54	8	6	1,267	2	19
Stockton CPC	21	3	3	1,400	1	6
Ujima	35	0	0	NA	7	4

(8 wards), the community arts and crafts activities averaged 72 percent attendance (7 wards) while the institutional academic program averaged 86 percent attendance (8 wards). The unreliability of the ward's attendance plus the possibility that the wards might be revoked without notice resulted in difficulty in obtaining posttests. The Guided Group Interaction Unit at San Francisco is an in lieu of institutionalization program and operates a much more structured program for the wards as a result. Approximately 92 percent of their wards enrolled in their classes attended on any given day with the average number attending on a given day of approximately fourteen. We, therefore, also find that they had a higher percent of their wards with pre- and posttests. The Ujima Parole Center did not do any pre- and posttesting during the last year.

Academic Gains: Table 7 below shows the gains in reading comprehension, and vocabulary for the parole units. It should be recognized that these gains in achievement are not strictly comparable to gains from an

TABLE 7

GAINS[1] IN READING COMPREHENSION AND VOCABULARY FOR WARDS PARTICIPATING IN COMMUNITY PAROLE EDUCATION PROGRAMS

	Parole Unit							
	S. F. CPC		GGI		Stockton CPC		Sac. CTP	
	No.	Gain	No.	Gain	No.	Gain	No.	Gain
Vocabulary	8	.380	19	.129	3	.038	21	.071
Comprehension	6	.316	19	.216	3	.067	19	.191

[1]Grade level gains per month

institutional program, in that the wards who are least motivated to learn and, hence, least likely to attend the parole center school are also least likely to have had a posttest.

Public School Attendance: In order to gain some insight into whether the existence of the Community Parole Center Education Program increased the probability of a ward attending school, school attendance of wards at two of the community parole centers was compared with statewide figures on ward school attendance. (Since the probability of school attendance varies greatly with age, comparisons are made by age group). As can be seen in Table 8, the percent of parole unit wards attending public school was lower for all age groups than the percent attending on a statewide basis except the 18 and over group at Stockton CPC. However, when the number of wards attending the Community Parole Center School was included, it was found

TABLE 8

SCHOOL ATTENDANCE OF COMMUNITY PAROLE CENTER WARDS

Age	Statewide[1] Percent Attending School	Stockton CPC[2]		San Francisco CPC[2]	
		% Attending Public School	% Attending Public School &/ or Center School	% Attending Public School	% Attending Public School &/ or Center School
Total	15.8	20.6	28.9	8.2	32.9
15 & Under	66.4	0.0	100.0	0.0	100.0
16-17	56.3	46.7	60.0	26.7	66.7
18 & Over	8.1	14.8	22.2	4.5	21.2

[1]Survey conducted April, 1970.

[2]Survey conducted September, 1970.

that the probability of a ward attending school (either public or Community Parole Center) was greater for all age groups at the parole centers than was found on a statewide basis.

Educational Treatment Center

The ETC program at Paso Robles School for Boys is a unique effort to bring together the talents of the living unit staff and the teachers to meet the educational and social needs of wards. Two living units at Paso Robles have participated in this project--Nipomo and Monterey cottages. The program provides a broader spectrum of educational offerings to students in the program through an extended school day. It intensifies the treatment program and educational program by involving the teachers directly in the counseling programs and the youth counselors in the educational program. Evening programs which included photography, lapidary, small motor mechanics, electronics, and remedial subjects were operated. A student government which gave the residents a real role in the decision-making at many levels was established. ESEA support for this project was minimal. No pre- and posttest data is available for this project at this time.

Special Education Class

Karl Holton School for Boys has established a "special education class," which is associated with the I-2 living unit. This group of wards tends to be low academic achievers with low IQ's.

There were 16 wards in this program at the beginning of the year and 18 at the end of the year. Average pretest grade level scores in reading vocabulary for the five wards released who had pre- and posttests was 3.2. Average reading comprehension was 3.5 and math 3.5. Terminal achievement

levels were 3.9, 4.3, and 5.5 respectively. These wards gained .10 grade levels per month of involvement in reading vocabulary, .08 grade levels per month of involvement in reading comprehension and .34 grade levels per month in math.

Reception Centers

The Department of Youth Authority operates two reception center clinics, one in northern California and one in southern California. The basic purpose of these centers is to provide diagnostic services to new admissions. Most wards are then sent on to other institutions. However, there are a group of wards who are returned directly to the community. Since the length of stay at the reception center clinics is very short, it has been difficult to establish ESEA programs which could provide services to wards for at least a month. However, during the last year, the Southern Reception Center Clinic was able to identify 84 cases who were going to return to the community and provide a one month educational program for these wards. An ESEA funded teaching assistant assisted a State teacher in this program. The wards gained .326 grade levels per month in vocabulary and .288 grade levels per month in comprehension. At the Northern Reception Center Clinic identification of wards who were going to be in at least one month proved to be more difficult. Of the 68 wards serviced by this program, only 21 were in over one month's time. The Gates MacGinitie was not used at this institution, and, therefore, only a single measure of reading gains (on the Wide-Range Achievement Test) was available. The average gain was .218 grade levels per month.

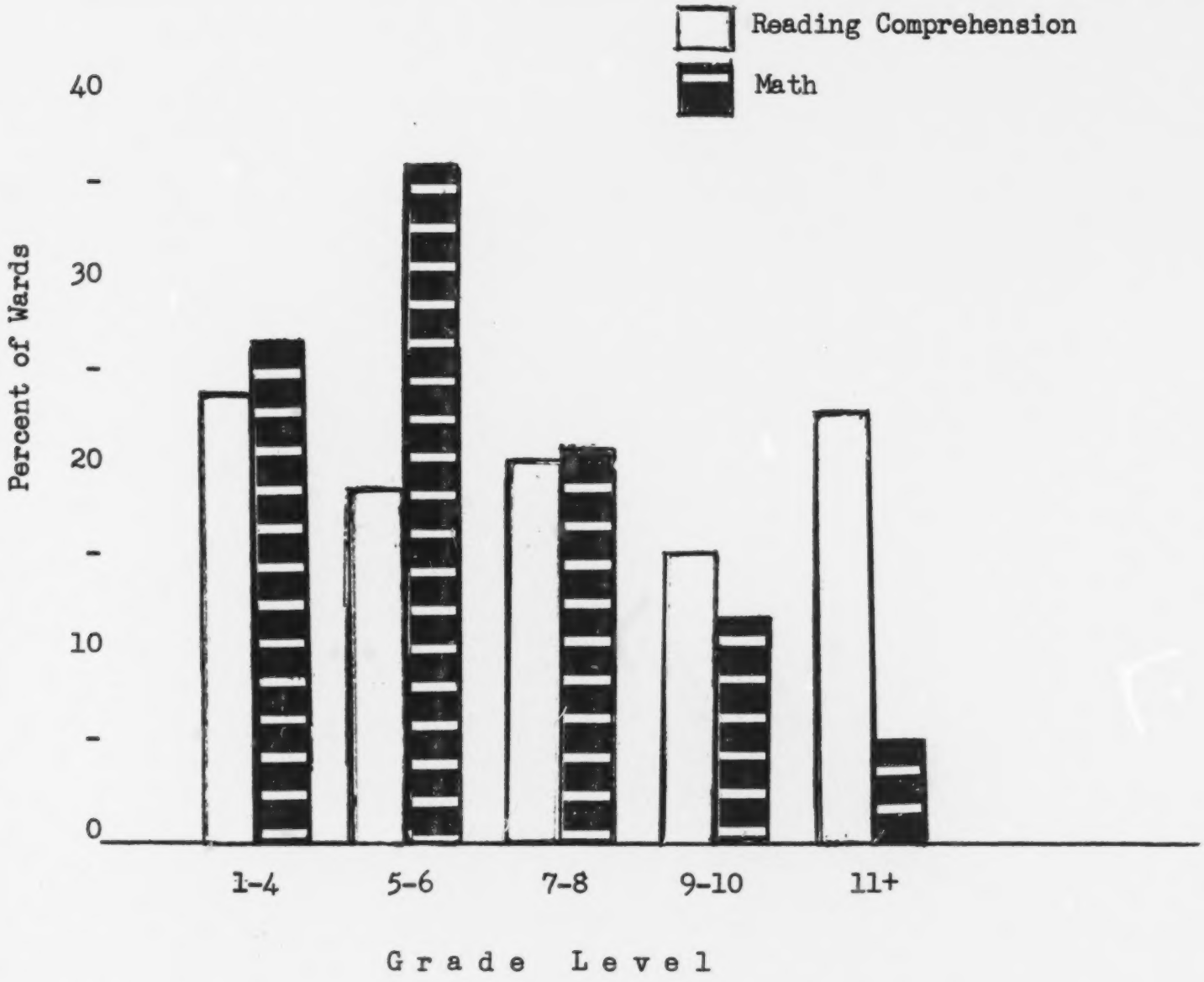
MATHEMATICS

Need

While the degree of academic handicap exhibited in reading comprehension for Youth Authority wards is severe, the degree of handicap in mathematical computational skills is even more severe. Figure 2 below shows that 26 percent of Youth Authority wards are functioning below the fifth-grade level in math and 61 percent are functioning below the seventh-grade level. (The corresponding figures for reading comprehension would be

FIGURE 2

COMPARISON OF READING COMPREHENSION AND MATH ACHIEVEMENT LEVELS OF FIRST ADMISSIONS TO THE CALIFORNIA YOUTH AUTHORITY DURING CALENDAR YEAR 1970



23 percent and 41 percent respectively.) A large percentage of YA wards have apparently developed their mathematical skills to the fifth or sixth-grade level and stopped at that point. It should be remembered that on the basis of their age, most Youth Authority wards should be achieving at the ninth-grade level or above.

Academic Gains

The descriptions of the program elements which include a math component are in the Language Development section of this report and, therefore, will not be repeated here. The ESEA review team noted that the math component was weak at many schools. This weakness is reflected in the relatively smaller academic gains in math in many of the programs (see Table 9). However, most of the schools were showing gains in mathematics which were greater than one year per year of program involvement; and over one-half were exceeding the objectives for their projects.

At most schools the computational scale of the California Test of Basic Skills was used to measure gains in arithmatic. This scale does not cover all aspects of mathematics.

Among the most successful of the projects was the remedial component at O. H. Close which serviced 326 wards and showed an average gain of .34 grade levels per month of program involvement. The two reception centers have also showed substantial gains in arithmetic achievement. However, it must be remembered that these are relatively short programs (i.e., one-to-two months), and in general the short term wards seem to show greater gains than wards who stay around for longer periods of time. (Much of these gains may be due to review of material already learned.) Greater emphasis upon mathematics will occur during the next year in many of the ESEA funded projects.

TABLE 9

YEARS OF GAIN IN ARITHMETIC COMPUTATIONS
PER MONTH OF PROGRAM INVOLVEMENT
FISCAL YEAR 1970-71

Program	Objective	Number Tested	Average Gain
Karl Holton			
Remedial lab	.20	0	-
Los Guilucos			
Remedial lab	.15	44	.10
Comparison	-	13	.20
Nelles			
All wards (system)	.11	259	.11
Remedial lab	-	38	.08
Typing class	-	80	.09
Northern Reception Center Clinic	.20	45	.41
O. H. Close			
ESEA Remedial	.30	323	.34
Paso Robles			
Remedial lab	.20	75	.10
Differential education (project)	.20	142	.12
Differential education (comparison)	-	102	.14
Preston			
ESEA wards[1]	.15	59	.12
Comparison	-	39	.00
Southern Reception Center Clinic	.50	79	.48
Ventura			
Remedial lab	.15	69	.20
Youth Training School			
Remedial lab	.12	0	-
Community Parole Units			
San Francisco CPC	.12	6	.22
GGI	.12	17	.21
Stockton CPC	.12	8	.14
Sacramento CTP	.12	23	.30

[1]Preliminary indications from the "Audio-tutorial Lab" at Preston indicate gains in the program element of approximately .27 grade levels per month in arithmetic.

AUXILIARY SERVICES

Aide Training Program

During the last year, Aide Training programs were operated under ESEA auspices at five Youth Authority schools. These programs varied considerably in their nature but had in common the use of older Youth Authority wards as human service aides. At three of the projects, the older wards worked with younger wards in Youth Authority institutions. At the other two projects, the wards worked with hospital patients.

Program Operation: Ward aides are selected for the O. H. Close Ward Aide Program at YTS by an ESEA funded staff member. After they receive one month of training at YTS, they are sent to O. H. Close, where they provide services in the classroom and on living units. During the last year a parole agent has been providing postinstitutional placement for the O. H. Close ward aides.

The Preston project is modeled after the O. H. Close project; however, wards are selected from the population at Preston to serve that population. Placement services have not been as readily available for this group of aides.

At Ventura School, the aides work in the Remedial Reading Lab and the Adaptive P.E. classes and do not have any hall assignments or other duties.

At Los Guilucos, older girls are sent to Sonoma State Hospital to work with mentally retarded patients. Two 3/4 time positions are used to transport and supervise the girls.

A group counselor at Nelles School for Boys transports a group of aides from Nelles to Rancho Los Amigos Hospital where the aides work with young hospitalized patients.

Table 10 below shows the population movement statistics for Fiscal Year 1970-71 and gives a picture of the relative size of the five programs. Table 11 indicates how the ward aides spend their time during a typical day. We note the "working day" varies from a high of 12.5 hours at the O. H. Close to a low of 6 hours at Los Guilucos.

TABLE 10

POPULATION MOVEMENT STATISTICS FOR AIDE TRAINING PROGRAM WITHIN THE CALIFORNIA YOUTH AUTHORITY DURING FISCAL YEAR 1970-71

	School				
	Preston	O.H. Close	Ventura	Los Guilucos	Nelles
In program at beginning of year	14	26	4	11	6
Admissions during year	31	50	8	27	13
Dropped from program	8	24	-	4	2
Completing program	21	26	8	23	7
In program at end of year	16	26	4	11	10

Objectives: Although the aide programs differ appreciably, they have in common the objective of providing older wards with a positive work experience. This positive work experience is intended to influence their life styles,

TABLE 11

UTILIZATION OF WARD AIDE TIME (In hours per day)

Type of Activity	School				
	Preston	O. H. Close	Ventura	Los Guilucos*	Nelles**
Teacher aide	3.5	5.0	7.0	0.0	2.5
Living unit aide	3.5	5.5	0.0	0.0	0.0
Other services	0.0	0.0	0.0	4.0	3.0
School program for self	3.0	2.0	1.0	2.0	1.5
Free time, eating, sleeping, etc.	14.0	11.5	16.0	18.0	17.0

*Girls working with retarded at Sonoma State Hospital
**Boys working as hospital aides at Rancho Los Amigos

so that the wards will have a higher probability of succeeding in employment or in school subsequent to their release to parole and, hence, have a lower recidivism rate.

For the three aide programs, which provide services to younger wards within their own institutions, additional objectives are established for affecting the behavior and achievement of wards in the institution.

Findings: Educational Research Series Report No. 3, Employment, Education, and Violation Experience with Ward Aides (Ferdun, 1971) discusses the employment, education, and violation experience of ward aides subsequent to their release to parole. The study found that ward aides have a recidivism rate which was appreciably below what would be expected for them

as predicted by the base expectancy equation used within the Department. However, for one of the ward aide programs, the O. H. Close program, a comparison group was available. This comparison group was found to have an equally low violation experience. The report concluded that the very low recidivism rates of ward aides is probably attributable to the selection process which is used in choosing the aides.

A comparison of the subsequent employment and school experience of ward aides with the comparison group indicated that ward aides have a higher probability of going on to school and obtaining positions in human service work than the wards in the comparison group. (See Table 12 below).

TABLE 12

EMPLOYMENT AND SCHOOL EXPERIENCE OF O. H. CLOSE AIDES
9-12 MONTHS AFTER RELEASE
(Releases through August, 1970)

	O. H. Close Aides		Comparison	
Total	80	100.0%	53	100.0%
Human service work, school	8	10.0	-	-
Human service, no school	8	10.0	1	1.9
School only	15	18.7	1	1.9
Other work, no school	29	36.3	24	45.3
Not employed, no school	8	10.0	11	20.8
Other, and unknown	12	15.0	16	30.2

Table 13 gives the updated violation experience for ward aides through the end of Fiscal Year 1970-71; and Table 14 gives the updated job and school

TABLE 13

PAROLE FOLLOW-UP FOR AIDE TRAINING PROGRAM
(In Percents)

	Ventura		L.G.		O.H.C.		Preston	
	3 Mos.	15 Mos.	3 Mos.	15 Mos.	3 Mos.	15 Mos.	3 Mos.	15 Mos.
Total at risk	57	39	83	60	104	78	30	15
Revocation	0.0	18.0	4.8	20.0	0.0	3.8	0.0	0.0
Discharge following susp.	0.0	5.1	1.2	3.3	1.9	15.4	0.0	0.0
Total violations	0.0	13.1	6.0	23.3	1.9	19.2	0.0	0.0

TABLE 14

JOB AND SCHOOL EXPERIENCE OF WARD AIDES SUBSEQUENT TO PAROLE
(In Percents)

	Ventura		Los Guilucos		O.H. Close		Preston	
	1-3 Mos.	10-12 Mos.	1-3 Mos.	10-12 Mos.	1-3 Mos.	10-12 Mos.	1-3 Mos.	10-12 Mos.
Related job, school	5.3	2.3	2.4	-	5.7	7.0	-	12.5
Related job, no school	5.3	2.3	12.0	7.6	17.1	8.1	6.7	6.2
School, other	31.6	25.6	30.1	10.6	14.3	19.8	33.0	12.5
Unrelated job, no school	15.8	41.9	12.0	15.2	42.9	38.4	50.0	31.2
No job, no school	35.1	4.6	33.7	31.8	15.2	9.3	6.7	25.0
No information	7.0	23.3	9.6	34.8	4.8	17.4	3.3	12.5

NOTE: The employment and school experience during the preceeding 3 months was determined 3 and 12 months after release to parole.

experience of ward aides through the end of Fiscal Year 1970-71. Breakdowns of violation experience and employment experience by fiscal year of release indicates that the violation rates of ward aides released in recent years has been somewhat better than previous years. The employment and school experience, however, has been somewhat poorer.

Job Placement Services

Program Operation: Job Placement Services for ESEA wards were funded during the last fiscal year at two Youth Authority schools. At Youth Training School approximately 1,200 wards received training in various trades. The Jobs Related to Training Program at that school provided supportive counseling and placement services for wards finishing their trade training programs. The placement includes job referral, job placement, and work furlough. Four vocational instructors, two correctional program assistants, and one clerk provide these services.

At Preston School of Industry, three academic teachers and one clerical position began operation of placement services for ESEA wards. Each of the teachers serves a separate section in the northern part of California. The Preston staff attempts to place wards back into school as well as provide job placement services. The placement program at Preston began providing services to wards approximately three and one-half months before the end of fiscal year.

Findings: The placement project at Youth Training School provided job referral services to 169 wards and direct job placement services to 205 wards. Sixty-three wards entered the work furlough program during

the year. Table 15 below gives the cost per ward serviced as estimated by project staff. The impact of this placement program on the ward's

TABLE 15

COST PER WARD SERVICED IN THE JOBS RELATED TO TRAINING PROGRAM AT YTS

	Number of Wards Serviced	Staff (Man Years)	Estimated Expenditure (Staff Only)	Estimated Expenditures per Ward Serviced
Job referral	169	.6 Instructor	$ 8,734	$ 52
Job placements	205	2.6 Instructor	37,846	185
Work furlough	63	.8 Instructor	19,997	317
Other services	NA	1.2 Aide .8 Aide	5,568	NA
Total	437	4 Instructors 2 CPAs 1 Clerk	72,145	165

subsequent job experience is reflected in Table 16 (which was also included in last year's report). This table shows those who are placed directly on a job have a higher probability of being employed three-months after release than those referred to a job and that the job they acquire is more likely to have a strong relationship with type of training they received at YTS. Unfortunately during this period of time, wards were not assigned to the various groups in a random manner.

TABLE 16

FOLLOW-UP INFORMATION ON RELEASES FROM YOUTH TRAINING SCHOOL BETWEEN JANUARY AND APRIL, 1968

Services Given	Employment and School Experience During First 3 Months after Release			Percent Violating Within 12 Months of Release
	% with Full-time Job with Strong Relationship to Training	% with Full-time Job	% with Full-time Job and/or Full-time School	
Placed on job	43.0	63.7	90.2	27.0
Referred to job	28.5	54.4	79.3	28.0
Referred to job training	30.0	50.0	74.4	20.7
Not served*	29.4	52.1	80.0	15.0
Not eligible**	23.6	63.6	81.8	14.8

*Not placed, and not referred to job or job training by JRT.

**Home residence more than 150 miles from YTS.

Those wards who were considered to be in most need were usually given a job placement service and, hence, the results probably underrepresent the impact of this placement program. A random assignment procedure was established during the last fiscal year to get a more accurate measure of the effect of job placement and referral services. A clearer picture of the impact of the program should be available for next year's annual report.

During the three and one-half months in which the program was operating at Preston School of Industry, their placement staff made 29 direct placement of ESEA wards, 23 job referrals, three placements in regular schools, and

four placements into junior college programs. The staff at Preston were thus making a little over eight direct job placements per month compared to seventeen per month for the YTS staff. This difference is attributable to: 1) the newness of the program at Preston, 2) the lower population density in the area served by Preston staff, and 3) the more varied types of services which are being performed by the Preston staff. Placement staff at Preston have been able to identify several skill occupations into which wards could be placed except for the lack of appropriate training at Preston. These include foreign car repair, color TV repair, business machines and equipment repair, LVN (male nurses), and meat cutters.

Santa Clara Liaison

The Santa Clara Liaison Program provided educational planning and placement services for CYA youths from Santa Clara County. The program was jointly funded by ESEA Title I and Santa Clara County from September, 1969 through August, 1971.

Program Operation: The objective of the program was to reintegrate Santa Clara County wards into the public school system. The program coordinator, along with local school administrators, developed a projected school program for each detained youth headed for the CYA. The program was designed to help the youth obtain meaningful education in terms of local school requirements. The coordinator made frequent visits to the institution to assist in the youth's educational program. By the time of release to parole, many youths had already graduated with a diploma issued by a high school in his community.

The coordinator accompanied each nongraduated youth as he or she reentered a county school. Those who had already graduated were helped

into junior college, night school, or trade school when appropriate. Occasionally help was provided in finding jobs for the parolees.

Not all wards receiving services from this program received both educational planning and placement services. For example, wards in institutions at the beginning of the project received the placement services; but since they were already institutionalized, it was not possible to develop a plan for their educational services while in the institution. On the other hand, the wards in institutions at the end of the joint program had not yet received placement services. Approximately 100 additional releases to Santa Clara County during the time period received no services.

TABLE 17

AGE OF PAROLEES RECEIVING SANTA CLARA LIAISON PROGRAM SERVICES

Release to Parole	Full Services Including Educational plan	Supportive Services, Back into School
18 or Under	120	111
Over 18	38	86
All	158	197

Findings: Because the age of CYA parolees has been steadily increasing since 1967, fewer of them have been reported attending school. Statewide the percentage attending school has dropped from 22 percent to 15 percent during the last four years. The Santa Clara County region's parole

population is slightly younger and reported 17 percent attending school in April, 1970, six months after the project started.

Table 18 gives the last reported status of parolees receiving program services. Our best estimate is that at this time between 25 and 30 percent of the parolees in Santa Clara are attending school. This substantial increase in school attendance appears to make Santa Clara County top all regular parole districts in the State in percentage of parolees attending school. Actually, the program enrolled a much higher number of parolees in school, but the difference between school enrollment and subsequent attendance is quite large.

TABLE 18

LAST REPORTED STATUS OF SANTA CLARA PAROLES RECEIVING PROGRAM SERVICES

High school	64	Transferred out of County	32
Junior college	27	Deceased	2
Trade, adult, etc.	32	Looking for work	52
Total in school	123[a]	No school or work	42
		In custody or escape from custody	16
Working	68	Unknown or escape from parole	7
In military	13		
Total working	81		

[a]Seven of the 123 in school were reported enrolled but not attending. For an additional 21, school attendance was not re-examined after enrollment.

Clearly, a greater number of Santa Clara County parolees are attending school since the program began. The obvious implication of this is that the youths should be better educated as a result. Staff in Santa Clara

County seem to feel that this program also effects recidivism. A subsequent analysis of recidivism rates is planned to determine if this is true.

The apparent success of the project in the County could speak well for extending the program elsewhere. However, Santa Clara County already had the program operating for youth in their County juvenile facilities. Thus, CYA was linked into a preexisting system. Also, the energetic staff had experience in the preexisting system. Communities without these advantages should probably anticipate slower progress.

Nelles Typing

The typing class at the Nelles School for Boys has the goals of 1) improving perceptual motor skills, 2) teaching wards to type, 3) improving language skills, and 4) improving the occupational level of aspiration. Wards are selected for this classroom because of deficiencies in perceptual motor skills, low language ability, and low occupational aspiration level. The number of participants in this class dropped from 67 at the beginning of the year to 44 at the end of the year. Academic gains for wards participating in the typing class were somewhat less than for the school as a whole. Wards in the typing class gained .05 years per month of participation in vocabulary, .12 in comprehension, and .09 in math as opposed to .08, .15, and .11 for the school as a whole. Selection factors, however, may account for this lower gain in the typing class.

School Psychologist

Three Youth Authority schools--Fred C. Nelles, Karl Holton, and O. H. Close--have school psychologists funded by ESEA. Their responsibilities include: 1) supervision of pre- and posttesting for ESEA wards; 2) providing counseling

and guidance services, 3) assisting in program and curriculum development. Only one of the school psychologists reported using paper-and-pencil personality tests or projective personality tests. All, however, reported giving individual and group intelligence tests, and working on program development in their respective institutions.

Libraries

ESEA Title 1 funds are used to support three libraries within the Department ot the Youth Authority. The annual expenditures were typically not large, since staff salaries were involved at only one institution, where the services of a librarian and a teaching assistant are utilized. Library utilization varies considerably among the three institutions. At Los Guilucos, a predominately girls school, 13,608 books were checked out. Since the average institutional population was 187 wards during the year, this represented 72 books per ward over a year's time. At Ventura, which is also a predominantly girls' school, approximately 14,000 books were checked out. Since the average daily population was 359 wards, this represents 39 books per ward in a year's time. At Preston School of Industry, which is entirely a boys' school, an average daily population of 750 checked out approximately 900 books. This represents only 1.2 books per ward in a year's time; however, the library was not open during the entire year at Preston.

Adaptive P.E.

Adaptive P.E. class at Ventura School works with the same girls who participate in Remedial Lab at that school. The objective of this program element is to increase physical development, improve posture, improve perceptual motor development, and improve social-emotional stability.

It is staffed with one teacher, two teaching assistants, and four ward trainees. It was servicing 61 students at the beginning of the year and 66 at the end of the year. Student progress is monitored by taking pictures of the girls' posture on a pre-posttest basis and through the use of the A.A.H.P.E.R. Girls Use Fitness Test.

STAFF DEVELOPMENT

The staff development component has proved to be a particularly difficult component to evaluate because of problems in establishing clear-cut performance objectives. It became clear, however (during the last year as the ESEA review team examined activities in this component), that there is a tendency to use ESEA funds to meet institutional training needs rather than the training needs of Title I staff. For example, Table 19 shows that 72 percent of the training activities supported by ESEA funds included non-ESEA teachers and 40 percent included other non-ESEA staff. This can be contrasted to the fact that 64 percent of the training activities involved ESEA teachers, 50 percent included ESEA teaching assistants, 40 percent included other ESEA funded staff.

A very high proportion of the training activities reported on included a discussion of program development (77 percent). Teaching techniques were discussed in 58 percent of the training sessions, while subject matter was included within 59 percent of the session. Twenty-seven percent of the sessions included consideration of problems relating to administrative procedures.

Four training activities focused on human relations and an additional three dealt with Black and Brown studies. Six training activities focused on behavior modification, six on transactional analysis, and five on interpersonal maturity level. Fifteen training activities focused on various aspects of individualized instruction; five of these activities considered specific reading disabilities and three programmed instruction. Twelve conferences and workshops were attended and six separate visitations were reported.

The staff development component will probably remain a weak component within the Youth Authority ESEA educational programs until a systematic survey of the staff development needs of ESEA funded staff has been completed, and a program designed to meet those needs has been implemented.

TABLE 19

PARTICIPANTS IN ESEA FUNDED TRAINING ACTIVITIES

School	Total No. of Training Activities[1] Funded by ESEA	% Involving ESEA Teachers	% Involving ESEA Assistants	% Involving Other ESEA Staff	% Involving non-ESEA Teachers	% Involving Other non-ESEA Staff
Total	78	64%	50%	40%	72%	40%
Karl Holton	4	100	100	100	100	100
Los Guilucos	11	45	36	64	54	27
O. H. Close	7	29	0	71	43	29
Nelles	5	100	100	100	100	100
Paso Robles	7	43	28	100	57	28
Preston	7	86	71	14	71	43
Ventura	3	100	67	0	100	100
YTS	2	100	0	0	100	0
SRCC	2	100	100	0	100	100
NRCC	11	0	100	0	82	18
San. Fran.CPC	7	100	0	0	28	28
GGI	3	100	0	0	100	67
CTP	3	100	67	67	67	33
Stockton CPC	6	0	0	0	100	0

[1]The training activities referred to here vary considerably in scope from a four hour training session for one person to 40 to 50 hours of training for approximately 150 persons.

INTERGROUP RELATIONS

Intergroup Relations is one of the weaker ESEA components--both in quality and quantity. Activities vary by facility from fair to bad to non-existent. They were generally appropriate but inadequate.

The most favorable statement which can be made about this component is the considerable augmentation of the component which started late in the fiscal year. However, this report does not reflect this augmentation.

The 1970-71 activities consisted mostly of ethnic studies classes, ethnic holiday celebrations, and staff training in intergroup relations.

Three of the institutions offered special classes in both Black and Brown studies. Primary objectives of the classes were to improve the self-image of ethnic minority wards by developing awareness and pride in their cultural heritage. Racial integration in the classes was less than desirable; 90 percent of those attending were members of the group being studied. Regular classroom teaching materials were utilized. Apparently, little attempt was made to increase understanding and empathy between different ethnic group members in these classes. Other facilities either offered only one class or, more frequently, included ethnic studies as part of other classes.

Ethnic history and literature classes, if well done, could probably fill a void for many YA wards, but they should be a beginning, and not the end, of an intergroup relations program.

The second and most popular activity was celebrating ethnic holidays. Four of the institutions offered special programs on two Black and two

Mexican holidays. These celebrations often brought in people from the community, as well as the wards and staff of the facilities. Films, music, plays, and food native to the holiday's ethnic group were typical fare. Although the number of participants varied usually in relation to facility size, turnouts were relatively large and were racially integrated.

Activity participation was usually voluntary and, consequently, programs were designed to appeal to the wards. Thus, festivities were the main theme of holiday celebrations, and ethnic pride was the appeal of most ethnic studies classes.

Although some staff training in intergroup relations was conducted at most facilities, only two or three of the programs appeared to focus on intergroup problems.

Little indication exists of any reduction in racial strife at the institutions. With the increased focus on intergroup relations in 1971-72, a more systemized evaluation is also planned.

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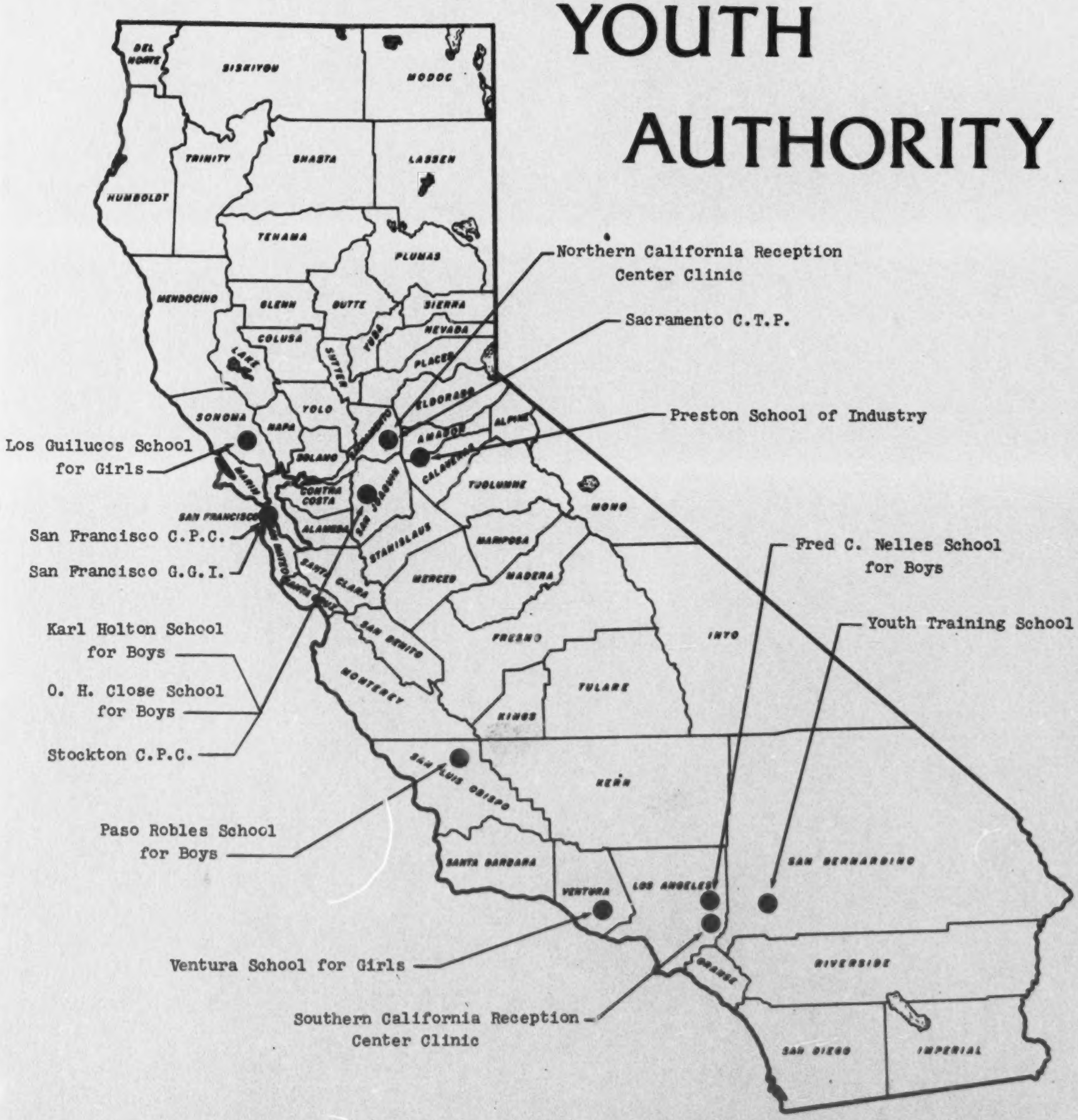

Location of ESEA Funded Projects

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